**Year Group Skills Ladders - Foundation Subjects**

**Year Three**

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| Art | **Drawing**  To select a range of media to make different marks for texture, patterns and colours.  To draw two objects from different aspects. Viewpoints  To begin to understand sketching.  To use the pencil in different ways, point and side to rub.  To look at pressing hard to make the pencil mark darker. | | | | **Painting**  To be able to mix secondary colours.  To understand how to achieve different colour combinations.  To hold paintbrush upright to use bristles for different effects. | | | | | | **Sculpture**  To combine collage materials using different fixing methods.  To be able to cut out an object with scissors. | | | | **Analysis**  Make comments about their own work, likes and dislikes.  Next time I will…  I like (other child) work because | | | | | | **New curriculum requirements**  Use sketchbooks to collect, record and evaluate ideas  Improve mastery of drawing, painting, sculpture with varied materials  Learn about great Artists, architects and designers |
|  | Design | | | Make | | | | | Evaluate | | | | | Technical knowledge | | | | New curric. | | | |
| DT | Design purposeful, functional and appealing products. Generate, model and communicate ideas Use research and criteria to develop products which are fit for purpose.  **3d construction and deconstruction:**  Stabilising structures.  Pneumatics.  Wheels and axels.  Levers and pullies.  Making a picture frame.  Nets of prisms.  **Investigate and disassemble:** To explore the properties and sensory qualities of materials. | | | Use a range of tools and materials to complete practical tasks.  Build and improve structure and mechanisms  **Cutting and joining materials:**  Joining with slots and tabs. Select glues Use pliers and wire cutters.  **Food**  To cut, peel, chop and grate foods.  Cooking by introducing heat.  **Mechanism and control:** To use a variety of components to build a circuit. Controlling circuits by using a switch and buzzer.  To use right angles to direct a floor turtle. | | | | | Evaluate existing products and own ideas and improve own work  Use annotated sketches and prototypes to explain ideas  To evaluate and review your design.  Understand where food comes from. | | | | | Simple use of a knife.  Measure using scales.  Explore how mechanisms work in different ways.  Use mechanical systems in own work  Understand seasonality; prepare and cook mainly savoury dishes.  **Using and applying**  **Health and safety**  To identify sources of bacteria.  To use protective equipment such as gloves and protective glasses. | | | | When approaching the investigate and disassemble part of design please try to identify and use real life examples which can be broken down with the group.  The NC requires every year group to look at real existing products.  Your topic/subject of study should steer you towards professional makers, designers and artists of products.  Please ask for ideas if needed. | | | |
| History | * Sequence artefacts and begin to check with reference books. * Know that the past can be divided into different periods of time. * Understand more complex terms (e.g. AC / BC). * Recognise similarities and differences between different time periods and begin to know some dates and historical words. * Place key events on a time line. * Know facts and understand important events, people and changes of different periods. * Begin to offer possible explanations for differences between our own lives and the lives of people in the past. * Identify reasons for, and the results of, events or people’s actions. * Identify different ways in which people have represented the past (e.g. stories, plays, films, museum displays, TV). * Use sources of information to answer questions about the past (beginning to use inference and deduction). * Select and record information relevant to the study.   With support, begin to use evidence to build up a picture of a past event.  Select relevant information from a picture or photograph.  Begin to research using books and the internet. | | | | | | | | | | * British History: Stone Age to Iron Age Britain, including * Iron Age hill forts. * Broader History Study: Local history study. A depth study linked to a studied period. * A study over a period of time. * A post 1066 study of a relevant period in local history. | | | | | | | | | | early hunter gatherers and early farmers, Bronze Age religion, technology and travel. |
| Geography | Locational Knowledge | | | | | Place Knowledge | | | | | Human & Physical | | | | | | Skills & Fieldwork | | | | |
|  | Progression  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic  and Antarctic Circle, the Prime/Greenwich Meridian and time zones | Locate and name the continents on a World Map.  Locate the main countries of Europe inc. Russia.  Identify capital cities of Europe.  Locate and name the countries making up the British Isles, with their capital cities. | | | | .Progression  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks | | | | Progression  Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | | Describe and understand key aspects of:  Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.  Human geography including trade links in the Pre-roman and Roman era.  Types of settlements in Early Britain linked to History. Why did early people choose to settle there? | | | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the  United Kingdom and the wider world.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider worldUse fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | |
| PSHE | Skills to cover | | | | | | | | | New curriculum requirements | | | | | | | | Suggestions for topics. | | | |
|  | Consolidate understanding of differences and similarities between people.  Realise the nature and consequences of negative behaviours such as bullying and aggressiveness.  To take responsibility for their own actions and how it effects those of others.  Value contribution of others in discussion  Begin to develop negotiating strategies  Be able to compromise.  Be able to empathise with another viewpoint.  Able to explain their views on issues that affect the school environment. | | | | | | | | | Approximately 30 minutes per week.  Reflection and discussion are important. Where necessary circle time can be used.  Dilemmas and challenges to provoke questions and thoughts. | | | | | | | |  | | | |
| MFL | To read and understand the main points of short written texts.  Read short texts independently.  Use a dictionary to look up new words. | | | | | | | | | Write short sentences using familiar expressions.  Express personal experiences and responses.  **Intercultural**  Identify countries which speak the language.  Show an awareness of the customs of countries that speak the language. (songs and festivals) | | | | | | | | Understand the main points from spoken passages.  Exact pronunciation.  Ask other to repeat where necessary. | | | |
| RE | **People of Faith** | | **Celebrations Waiting & Preparing/ *Christmas*** | | | | | **Special Books** | | | | **Signs & Symbols** | | | | **Religious stories** | | | **3 people who changed the world** | | |
|  | Explore the nature of faith  -Identify ways in which faith influences believers,  -Learn about people of faith in Christianity and how Jesus is a model for Christians.  -Learn about inspirational people in other religious and secular traditions.  -Reflect on who or what they find inspiring. | | Talk about their own experiences of anticipating celebrations  -Learn why celebrations are important in religions.  -Listen to the stories behind some religious festivals and learn how and why the festivals are celebrated today.  -Explore and explain the meaning of Advent and Christmas for Christians. | | | | | Reflect on the idea that books have special significance for some people  -Learn how people in different religions use holy books, how they are treated and why they are special.  -Make links between the beliefs, teachings and sources in at least two religious groups.  -Explore and respond to stories from different religious books and explain how they affect the lives of believers. | | | | Explore and develop vocabulary relating to religious practice  -Understand the significance of symbols in different religions.  -Explore and develop vocabulary relating to religious practice.  -Study a religious story in depth to draw out the symbolism and its significance for believers.  -Reflect on and respond to the stories, raising questions. | | | | Identify the characteristics of stories  -Suggest possible meanings for stories.  -Learn that religious stories often have a teaching purpose.  -Retell stories for younger children. | | | Know the stories of some key religious leaders  -Identify their inspirational qualities  -Reflect on their own experiences of who and what inspires and motivates them | | |

**Year Group Skills Ladders – SCIENCE**

**Science Topics** – statutory units to be covered in each year group

*During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:*

*asking relevant questions and using different types of scientific enquiries to answer them*

*setting up simple practical enquiries, comparative and fair tests*

*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers*

*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*

*recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*

*reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*

*using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

*identifying differences, similarities or changes related to simple scientific ideas and processes*

*using straightforward scientific evidence to answer questions or to support their findings.*

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|  | Units to be covered in year | | | | |
| Year 3 | **Plants**   * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | **Animals, including humans**   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Rocks**   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter. | **Light**   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by a solid object * find patterns in the way that the size of shadows change. | **Forces & magnets**   * compare how things move on different surfaces * notice that some forces need contact between two objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials * compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having two poles * predict whether two magnets will attract or repel each other, depending on which poles are facing. |